

Present Levels of Educational Performance

PAGE Conference
April 2011

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Competencies

- Differentiate between the types of assessments and their purposes
- Critique your district's assessment system and its functionality for gifted education
- Construct a more robust PLEP for GIEP planning

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Assessments

➤ What are you using?

- List one per post-it
- Place post-it in the category you think it belongs

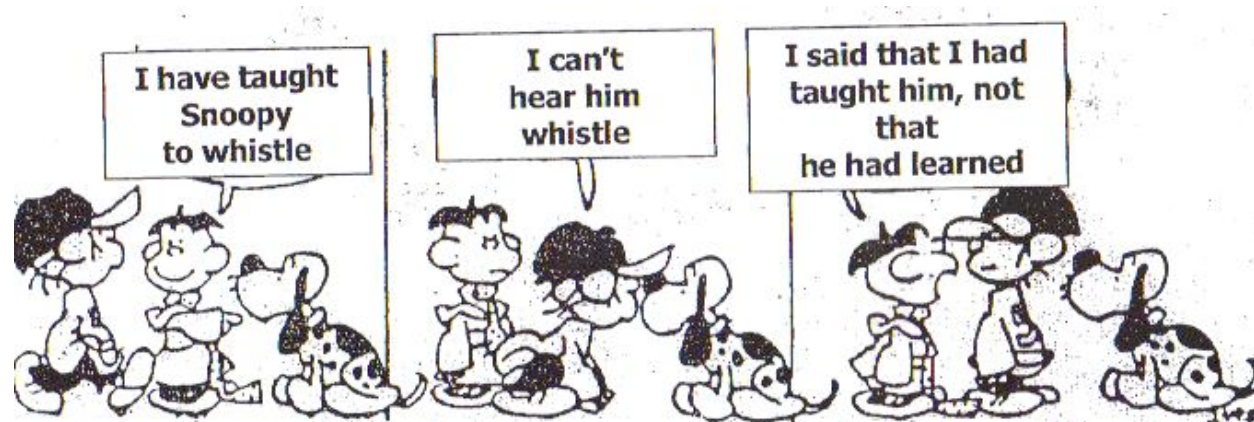


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Assessment – It all begins here

➤ Four Types of Assessments:

- Summative
- Benchmark
- Diagnostic
- Formative





Types of Assessments

➤ Summative

- Assesses what students have had an opportunity to learn – after instruction
- The “Educational Autopsy”
- Cumulative in nature
- Used to determine whether students have met the course goals
- Used to set district and school-wide goals to improve student outcomes
- Examples:
 - State Tests (PSSA, Keystone Exams)
 - Mastery Tests
 - Unit or Chapter Tests
 - Final Exams



Types of Assessments

➤ Benchmark Assessment

- Given on student's actual grade level
- Assesses end of grade level expectations
- Administered 3 or 4 times per year
- Compares student to same age peers
- Becomes a universal screener when administered to a whole grade level
- Used to evaluate the core, discover trends, identify at-risk students
- Examples:
 - DIBELS/AIMSWeb
 - 4Sight



Types of Assessments

➤ Diagnostic

- Provides insights into the student's strengths, needs, knowledge and skills prior to further instruction
- Targeted for specific audience
- Examples:
 - WIAT
 - DRA
 - Woodcock Johnson III
 - MAPs
 - GRADE (Group Reading Assessment and Diagnostic Evaluation)
 - Gates-McGinitie
 - Classroom Diagnostic Tool (CDT)



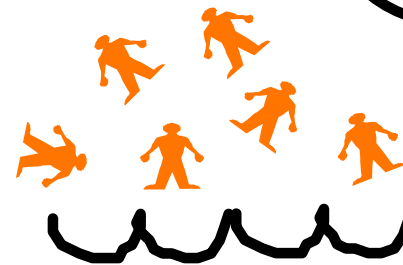
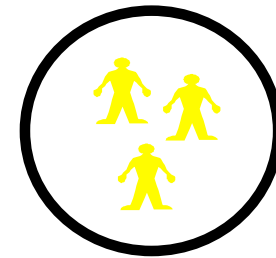
Types of Assessments

➤ Formative

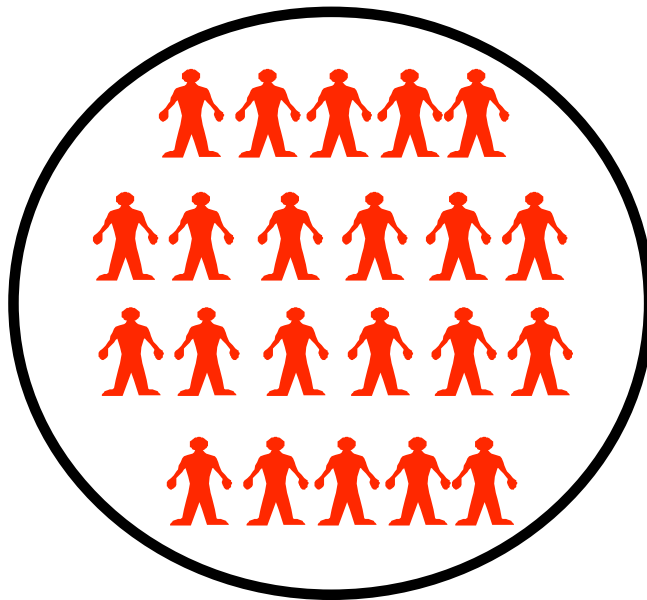
- Assesses what students have had an opportunity to learn – during instruction
- Allows teachers to adjust teaching practices to improve student learning
- Should not be used to evaluate or grade students but can provide ongoing feedback
- Formal or Informal
- Examples:
 - Progress Monitoring Measures
 - Quizzes
 - Ticket out the Door, White boards, Thumbs Up/Down
 - SAS Assessment Creator
 - PSSA Sampler

Our System Prior to Change

Special / Gifted Education



Sea of Ineligibility



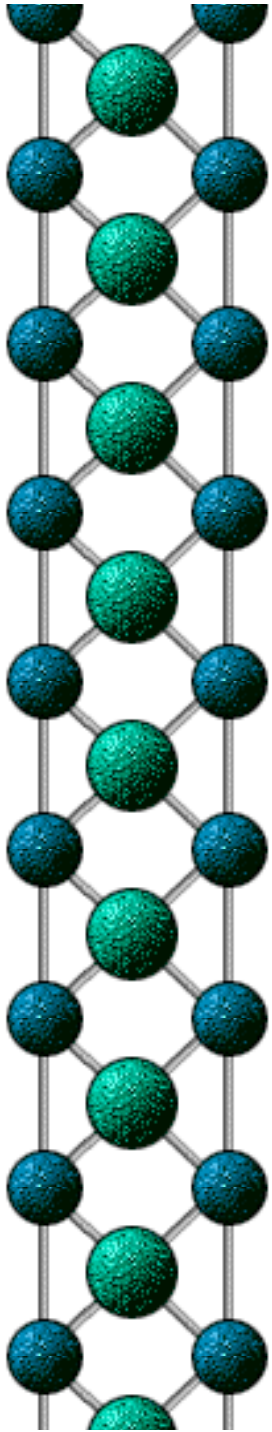
General Education

An Effective System...

- finds the child
- has an assessment plan that is prescriptive
- has defined targets
- has a clear link to curriculum and instruction

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What comes first?

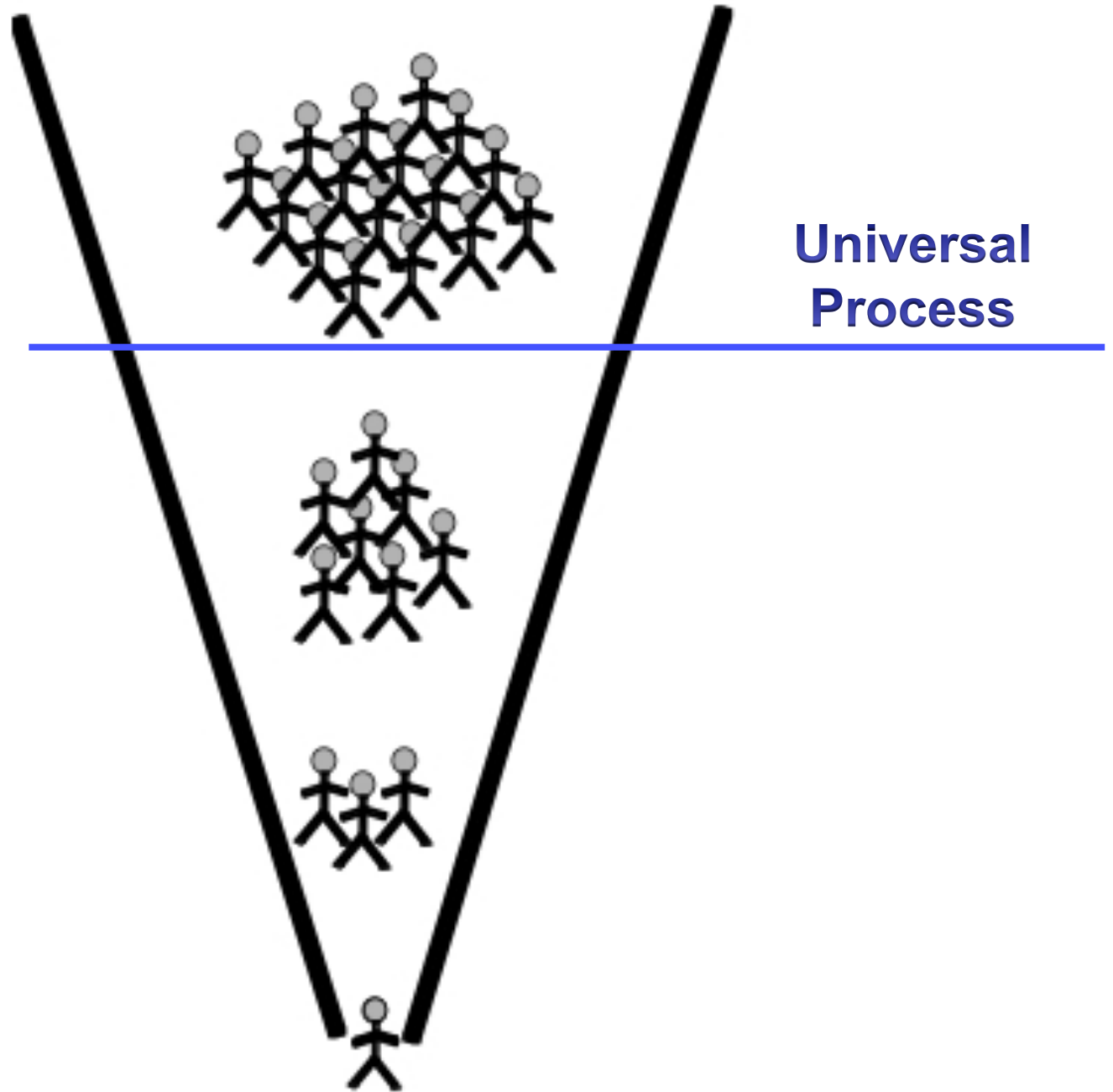
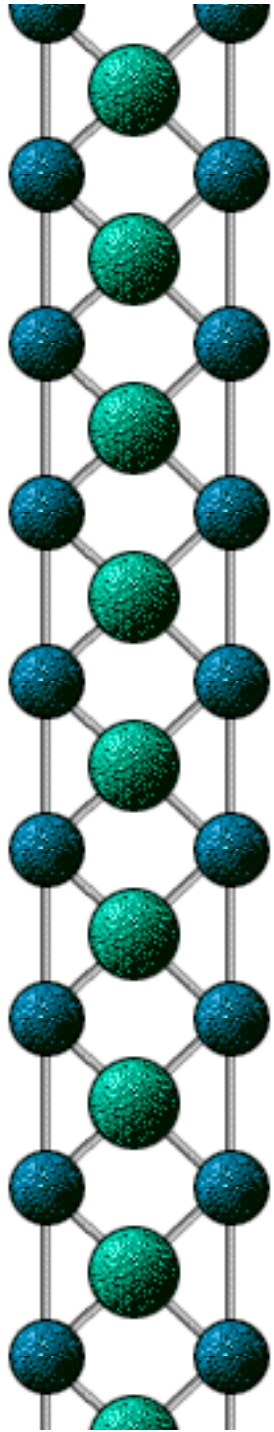
Summative

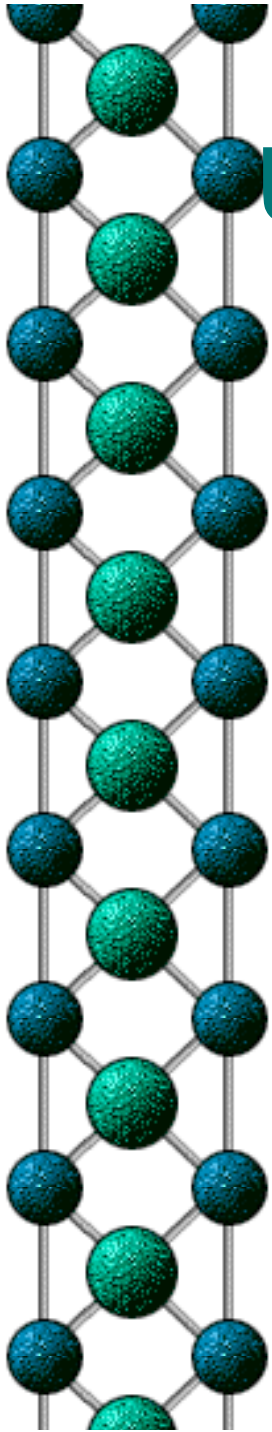
Benchmark

Diagnostic

Formative

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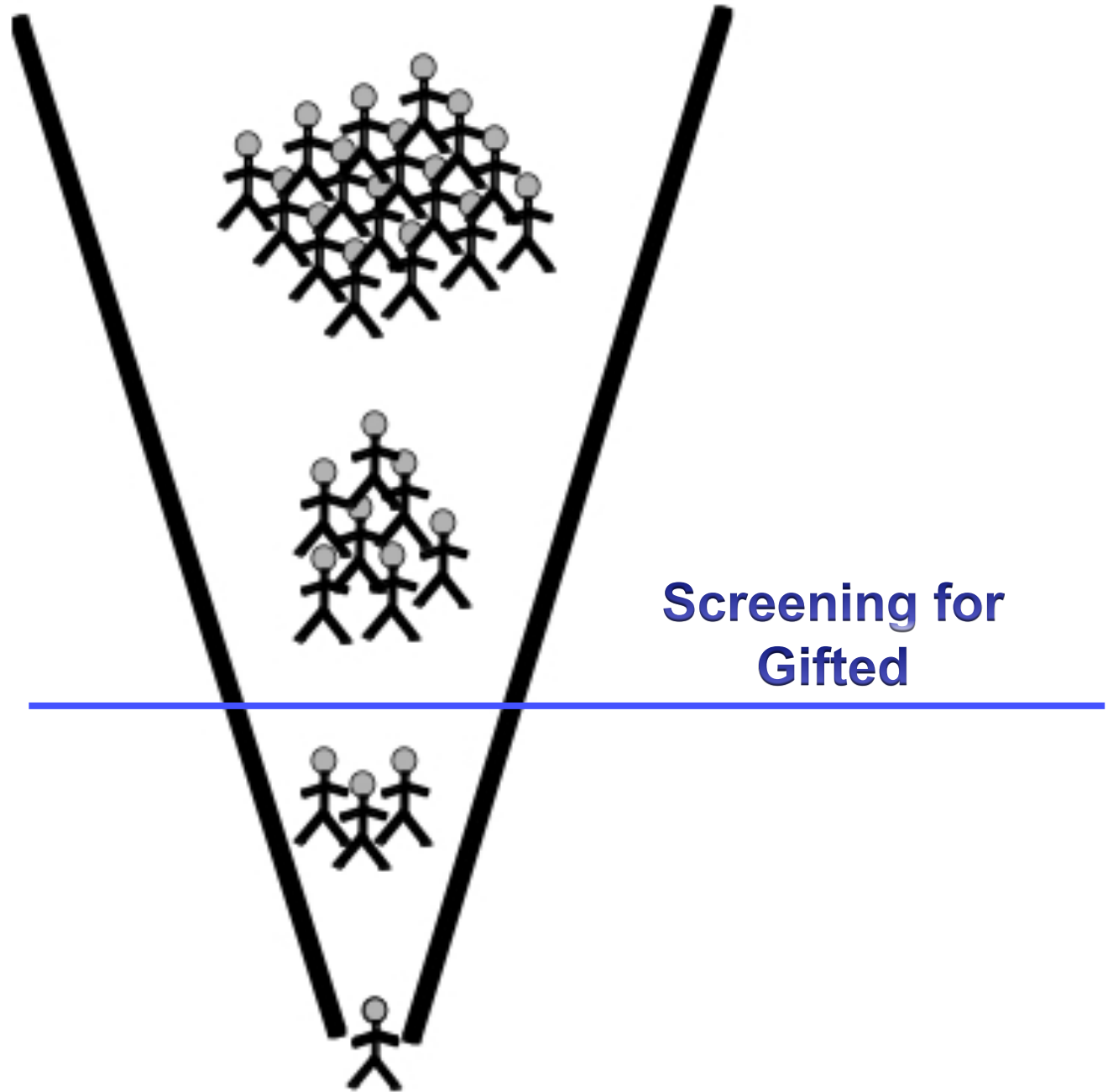
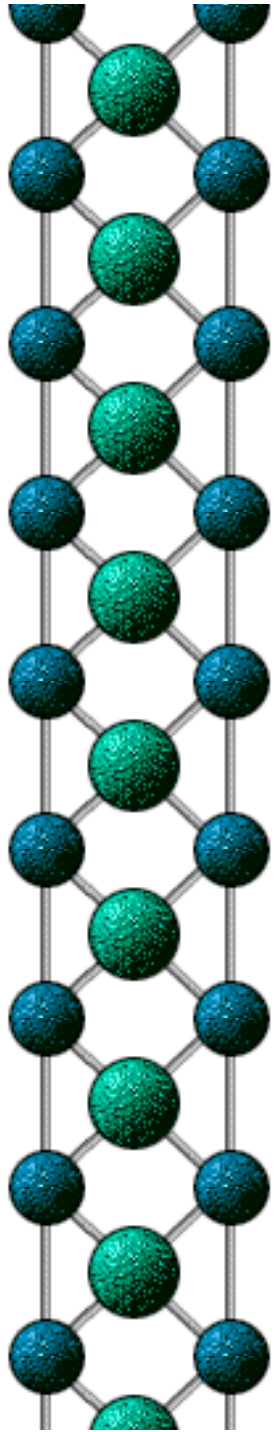




Universal (Screening) Process

➤ Current District Tools

- Can we use tools that are already in place in our districts?
 - DIBELS/AIMSweb
 - Math Probes
 - Common Assessments (that are already administered to every child in a particular grade level or content area)
 - PSSA Results
 - PVAAS Reports
 - Standards Based Report Card





Screening for Gifted Process

- Who – students who meet universal screening “cuts”
- When – no timeline, can happen anytime throughout the year
- How – administering further screening tools and obtaining teacher input
- Why – to determine who goes on to a full scale evaluation

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Gifted Screening Tools

➤ K-BIT2

➤ WASI

➤ WIATII

➤ NNAT

➤ OLSAT

➤ CogAT

➤ SCAT

➤ STEP

➤ Woodcock-Johnson
III Cognitive
Abilities

➤ GRS

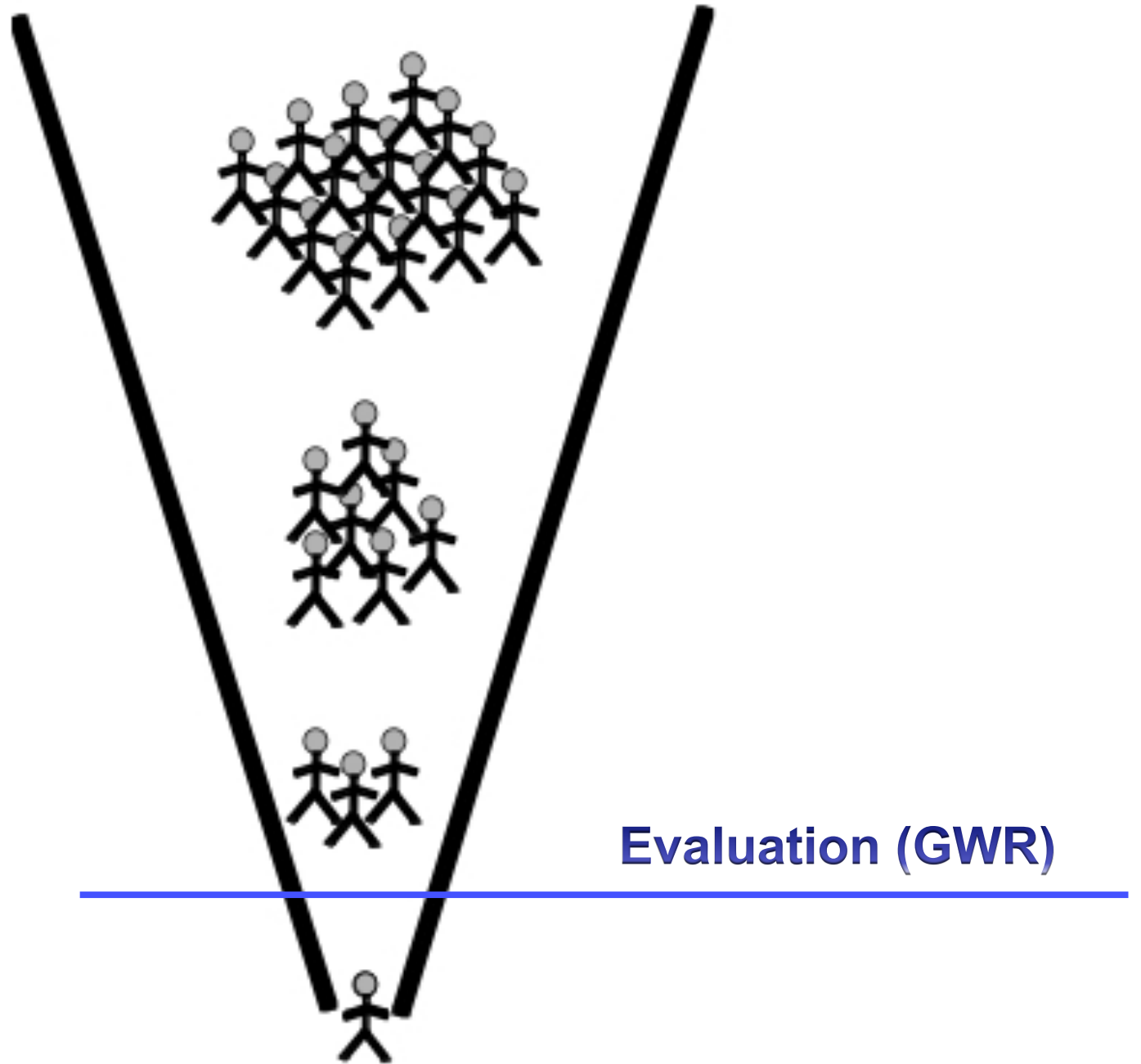
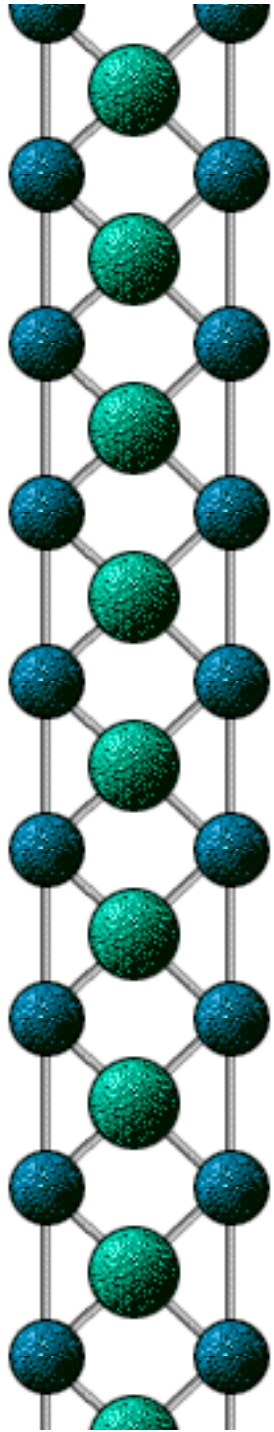
➤ TTCT



Teacher Input

- Renzulli-Hartman Scales
- Chuska Scales
- Silverman Scales
- Jim Delisle and Teacher's Gifted Student Nomination Form
- GRS
- District Created

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Evaluation for Gifted

- Who – students who meet gifted screening “cuts”
- When – 60 calendar days from signed Permission to Evaluate
- How IQ test, parent/student input, other criteria



Intelligence Quotient Test

➤ Stanford-Binet

➤ WISC-IV

➤ RAVENS ***

➤ Important link:

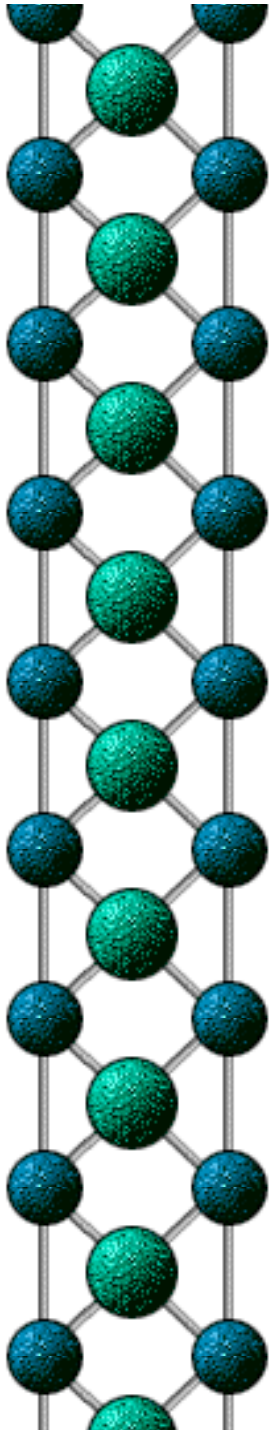
Neumann, Types of Assessments and Evaluations, NAGC, 2e newsletter



Parent/Student Input

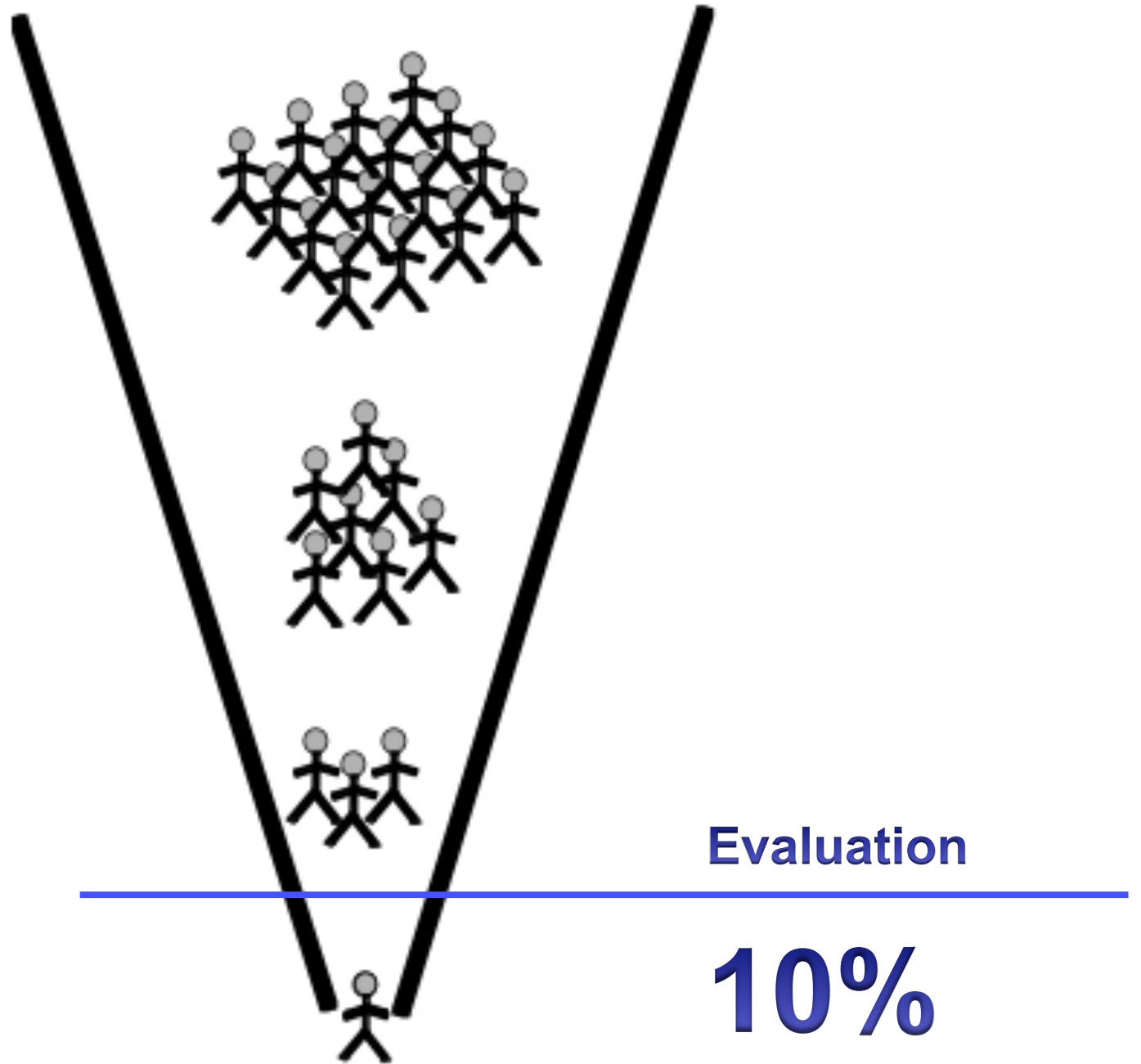
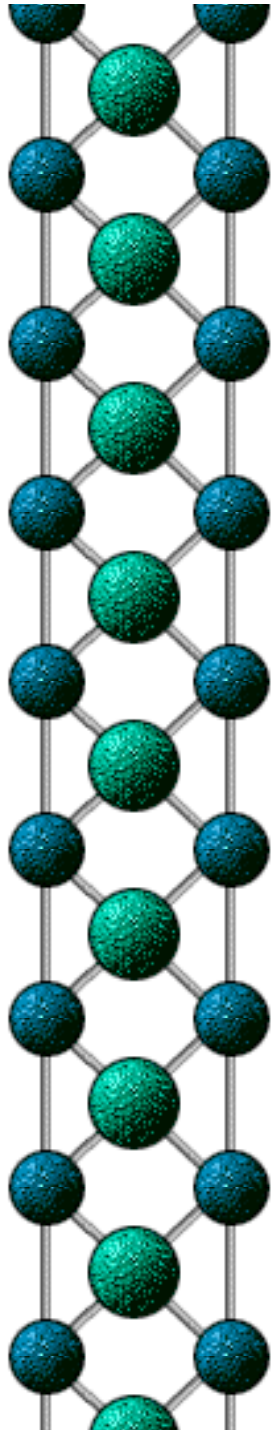
- What are you using??
- No standard form, left up to district discretion
- NAGC - Characteristics of gifted children

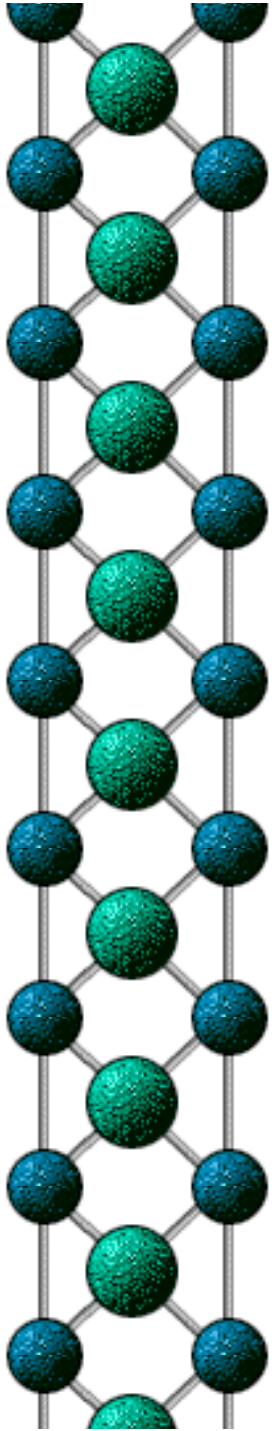
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Multiple Criteria

- Achievement test scores
- Acquisition and retention rates
- Demonstrated achievement, performance or expertise in one or more academic areas
- Higher level thinking skills, academic creativity, leadership skills, academic interest areas, communication skills, foreign language aptitude or technology expertise

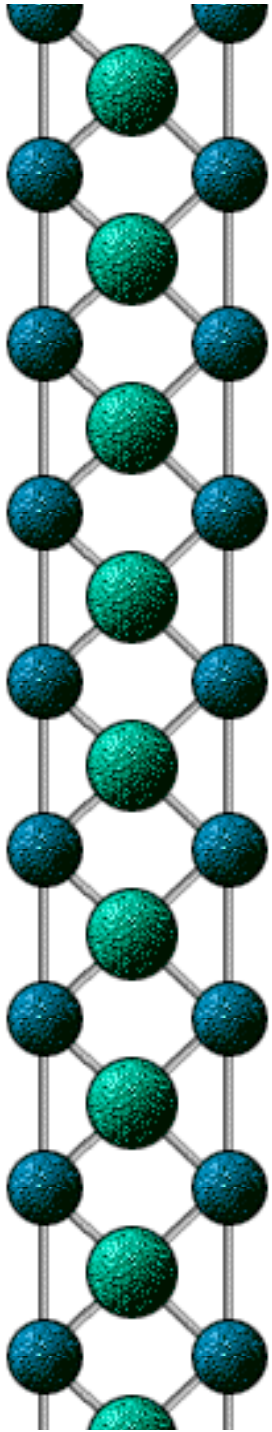




Can the identification process
inform the initial PLEP?

YES!!!

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**Should there be additional
information to inform the
initial PLEP?**

YES!!!

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PLEPS

- Ability
- Achievement
- Grades
- Progress on Goals
- Instructional levels
- Aptitudes/interests/specialized skills/products

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PLEPS

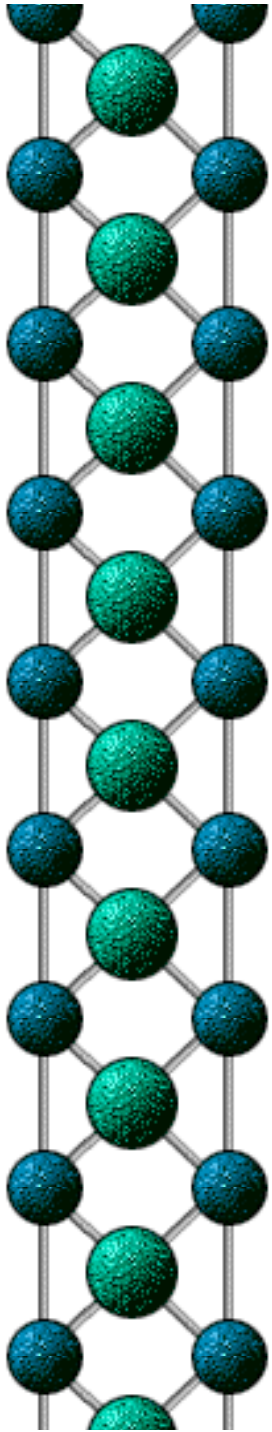
- Current (within last year)
- Indicate present mastery level
- Help us measure growth
- Establish strength areas
- Not a standard list
- Report progress on goals (maintenance)

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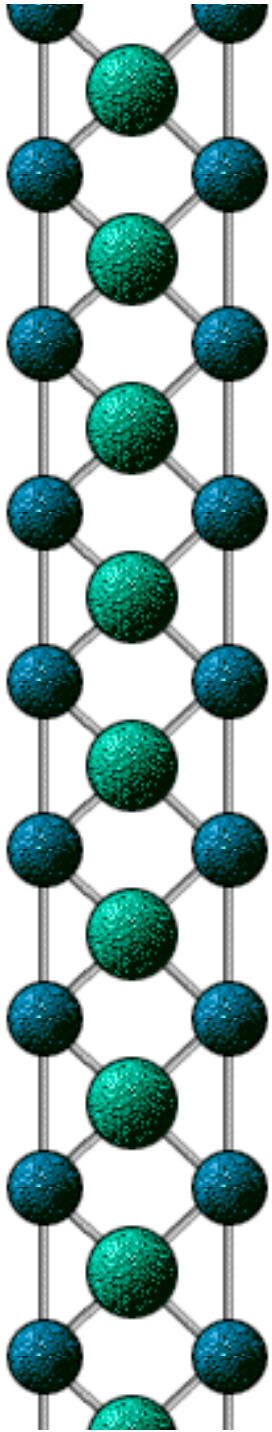
Current

- Assessments should be from the most recent year
- Could be above grade level



Indicate present mastery level

- Mid-terms/finals/CBA's
- Diagnostic Tests
 - Classroom Diagnostic Tools
 - MAPS
 - DORA/DOMA
 - GRADE/GMADE
 - ITBS
 - STAR



Indicate present mastery level

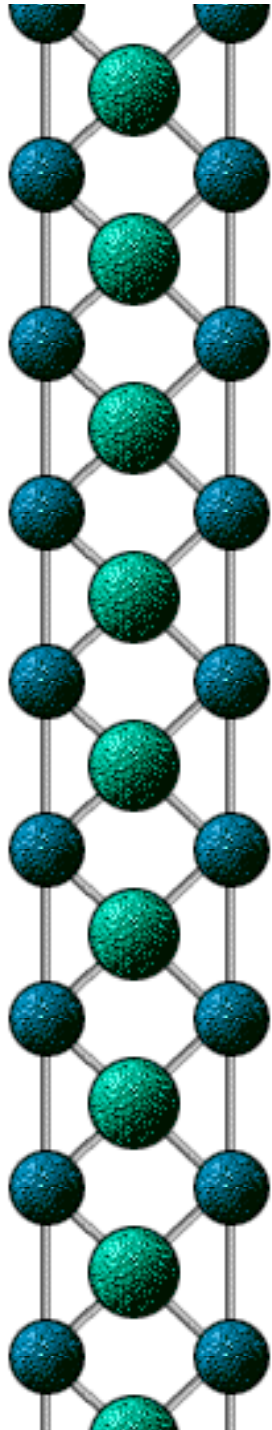
- Must be linked to standards
- Clear decisions about what constitutes mastery
- Consider out of level testing

Measure Growth

- To know how far they have grown, we need to know where they start
- PVAAS projections – to Advanced

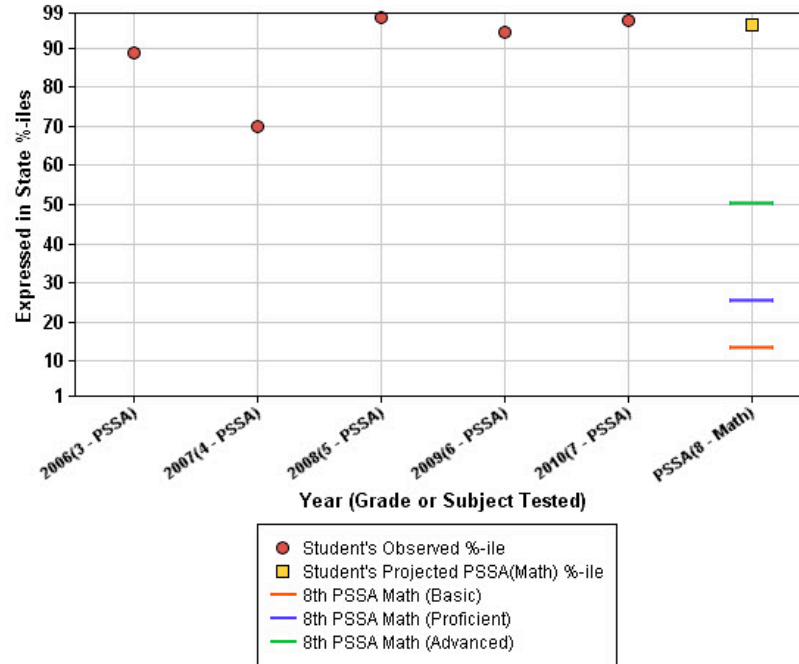


<http://www.flickr.com/photos/dulwichrunners/4660318629>



PVAAS Student Projection Report (Sample)

8th PSSA Math

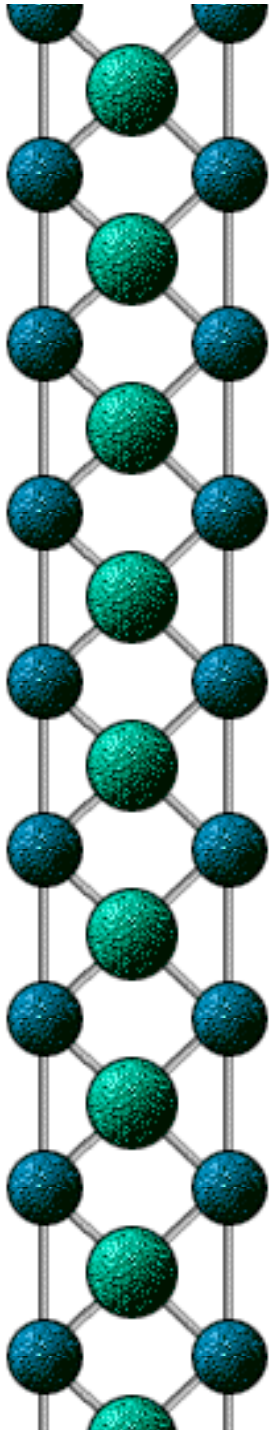


Note: This projection assumes the average experience of the school the student will most likely attend given the student's current academic history.

Projection: 8th PSSA Math			
Projected State Percentile	Probability of Scoring in the Indicated Performance Category (or above)		
	Basic or Better	Proficient or Better	Advanced
96	99.9%	99.9%	99.9%

Student's Testing History					
	Year (Grade or Subject Tested)				
	PSSA (Math)				
	2006(3)	2007(4)	2008(5)	2009(6)	2010(7)
State NCE \ Score	76	63	93	90	99
%-ile	89	70	98	94	97

If the Projection Probability of scoring in the Proficient or above category is...		
Value	Interpretation	Recommendation
Greater than 70%	Scoring Proficient or above is likely.	Continue with student's current program, investigate what has worked - the student is on a path towards scoring Proficient or above
Between 40% and 70%	Scoring Proficient or above may or may not occur.	Investigate and implement adjustments to student's program to increase likelihood of scoring Proficient or above
Less than 40%	Scoring Proficient or above is unlikely.	Investigate and implement significant changes to student's program to increase likelihood of scoring Proficient or above



Establish areas of strengths

- Gifted kids' needs stem from their strengths – not their deficiencies
- Twice exceptional students needs stem from both – documented giftedness and documented learning disability

- *Dr. Julia Roberts, Western Kentucky University, 2011*

Not a standard list

- Driven by individual child
- Not a static list determined by the district

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Progress on Goals

- Goals may not always be completed
- Include results from your objective criteria

Failure is an option.



In review

The National Association for Gifted Children recommends that assessments should meet the following criteria for instructional decisions:

1. Measure important learning outcomes
2. Address (a) instructional placement (b) help measure instructional progress and (c) provide diagnostic information for content difficulties to develop instructional plans
3. Provide clear descriptions of student performance that can be linked to instructional action
4. Be compatible with a variety of instructional models
5. Be easily administered, scored and interpreted by teachers
6. Communicate the goals of learning to both students and teachers
7. Generate accurate, meaningful information

These criteria can help determine if the Curriculum Based Assessments are effective tools.

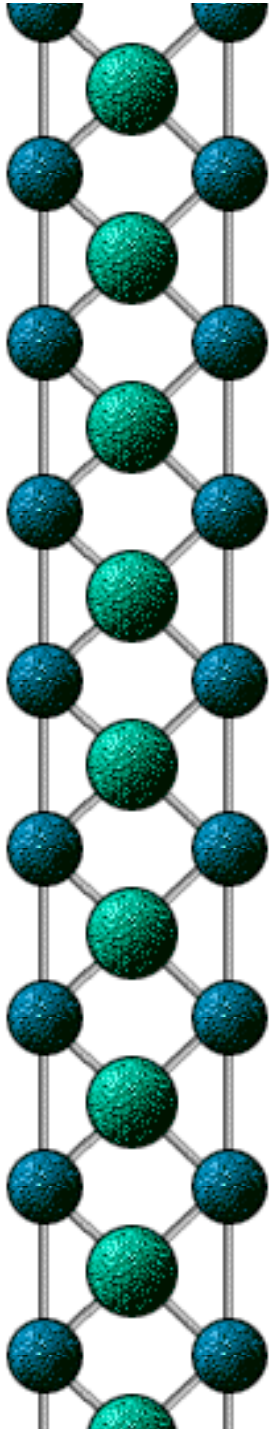
<http://www.nagc.org/index.aspx?id=4022>

Build a PLEP

- Review data on cards
- Discern what should be included in your PLEP
- Create PLEP
- Apply the checklist

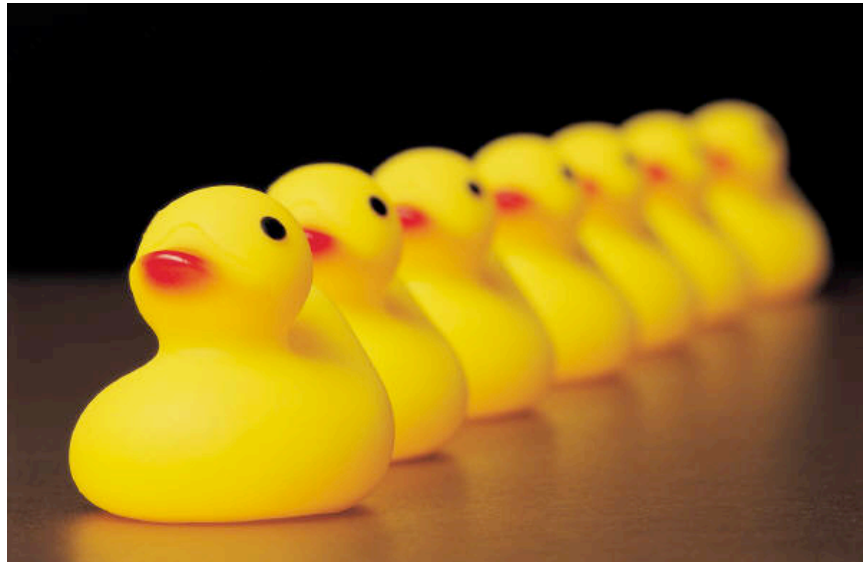


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When there is more time....

- Apply checklist to the PLEP's you brought with you



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Summarizer

➤ 3-2-1

- Three most important nuggets you learned
- Two additional questions you now have
- One item/tool that would trigger your memory of this session



Thanks for your attention.

➤ Questions or concerns??????

➤ Contact information

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Resources

- Block Love, Linda. *Bumping Up the Resolution*. 2009.
- Block Love, Linda. *Does It Belong in PLEP*. 2009.
- Curl, Shirley. *What to Do With the Gifted Few: A SMART Approach*. 2009
- Deal, Linda. *Summary of Possible Assessments for Present Levels of Educational Placement*. 2010.
- Maguire, Kim. *Gifted Education in Pennsylvania Forms and Protocols*. 2010.
- Pennsylvania Department of Education, Gifted Education Resources
http://www.education.state.pa.us/portal/server.pt/community/Gifted_Education/7393/